**UNIT:** LIP SYNC

*By Krystle Butler*

**Unit Objective**: Students will demonstrate their ability to use vocal variety and techniques by performing a few different styles of lip sync.

**National Core Arts Theatre Standards**:

TH:Pr5.1.HSI a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

 TH:Re9.1.HSII b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.

TH:Cr3.1.HSI b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

TH:Pr6.1.HSI a. Perform a scripted drama/theatre work for a specific audience.

**Lesson Outline**:

**LESSON 1:** WHAT AND HOW

**EDUCATIONAL OBJECTIVE:**

Students will begin learning about lip sync and demonstrate knowledge by performing a lip sync scene.

**LESSON 2:** TWO TYPES

**EDUCATIONAL OBJECTIVE:**

Students will learn that they can lip sync in two ways – spoken and sung- and in their notebooks write the benefits to both, which they’d prefer to perform and why.

**LESSON 3:** CLASS SONG

**EDUCATIONAL OBJECTIVE:**

Students will demonstrate their understanding of lip syncing a song by practicing and performing a song in class.

**LESSON 4:** GROUP SONG

**EDUCATIONAL OBJECTIVE:**

Students will demonstrate their understanding of lip sync by preparing for their own group performance.

**LESSON 5:** GROUP PERFORMANCE

**EDUCATIONAL OBJECTIVE:**

Students will demonstrate their understanding of lip sync by performing their group song.

**LESSON 6:** INDIVIDUAL LIP SYNC – MOVIE SCENE

**EDUCATIONAL OBJECTIVE:**

Students will learn how to perform a lip sync for multiple characters.

**LESSON 7:** PRACTICE AND PERFORMANCE

**EDUCATIONAL OBJECTIVE:**

Students will demonstrate their understanding of lip sync by an individual lip sync scene from an animated film.

**Lesson 1:** What and How

**EDUCATIONAL OBJECTIVE:**

Students will begin learning about lip sync and demonstrate knowledge by performing a lip sync scene.

**MATERIALS NEEDED:**

 Movie clip: “Dancing Cavalier”, from “Singing in the Rain” <http://youtu.be/P6CuBK0cgX4>

**HOOK:**

 Begin by having the students grab their notebook and pen/pencil. Give them a minute to write everything they know or have heard about lip syncing. Share the responses.

**LESSON:**

Step 1: Once everyone has finished sharing what they know about lip sync, explain that it is mouthing the words while someone else is speaking or singing. You are trying to match your movements so that it looks like you are the one talking or singing.

Step 2: Show clip from “Singing in the Rain”.

Step 3: Explain to the students that they are going to be performing a lip sync scene. They must write the scene in their notebooks. It needs to have a complete beginning, middle, and end.

Step 4: Assign them into groups of 4. In each group two people will be speaking offstage while the others onstage are mouthing the words. Lip syncing.

Step 5: After they have written their script they need to begin practicing. Once they have that down have them practice just mouthing the words. Explain that it’s easier to mouth the words after you know them.

Step 6: The groups will use the remainder of the time to practice. Go around to each group offering suggestions of how to make it look more believable. They will perform first thing tomorrow.

**UNIT:** LIP SYNC

**Lesson 2:** Two Types

**EDUCATIONAL OBJECTIVE:**

Students will learn that they can lip sync in two ways – spoken and sung- and in their notebooks write the benefits to both, which they’d prefer to perform and why.

**MATERIALS NEEDED:**

 Musicals Word Search Puzzle (not included)

**HOOK:**

 Kid History Episode 4 (<http://youtu.be/dVlaZfLlWQc>) or any other lip sync video.

**LESSON:**

Step 1: Give the students about 10 minutes or so to practice their lip sync scene.

Step 2: Perform the scenes critiquing each after the group has performed.

Step 3: Talk about what things groups did well and what could be done differently to make them look more believable.

Step 4: They have already performed one form of lip sync - Words that are spoken. Their next assignment will focus on lip syncing music.

Step 5: Students will need their notebooks. They need to write if they think it will be easier to perform a lip sync to a song than it was with their scenes and why. Give them a few minutes to write.

Step 6: Share each of the answers.

Step 7: With any remaining time hand out the Musicals Word Search. Prize for the one to finish first.

**UNIT:** LIP SYNC

**Lesson 3:** Class Song

**EDUCATIONAL OBJECTIVE:**

 Students will demonstrate their understanding of lip syncing a song by practicing and performing a song in class.

**MATERIALS NEEDED:**

 Movie clip, Lina lip syncing on stage from while Kathy sings behind the curtain and curtain opens, from “Singing in the Rain”. <http://youtu.be/-wI4jJq98tU>

Copies of song and lyrics for lip sync (“I just can’t wait to be King” from the Lion King). Really any Disney song that can be done in groups and is upbeat works well for this assignment.

**HOOK:**

 “Singing in the Rain” movie clip.

**LESSON:**

Step 1: Explain to the class that today they will be practicing lip sync with music.

Step 2: Hand out copies of “I just can’t wait to be King” lyrics.

Step 3: With the music have everyone practicing singing with it. They are practicing singing with it because it will be easier to mouth the words if they know how to sing it.

Step 4: After practicing as a class divide them up into groups and have them begin practicing with their group.

Step 5: Perform song in groups. Critique each one after discussing as a class what was done well and what needs work.

Step 6: After each of the groups have performed the students will, as a group, pick their own song to practice and perform. It can be any song that is school appropriate. They must have the song with them in class tomorrow so that they can be practicing it. They may have it on their phone or ipod or on cd.

**I Just Can’t Wait to Be King**

[Simba:] Im’ gonna be a might king

So enimies beware!

[Zazu:] Well, I’ve never seen a king of beasts

With quite so little hair.

[Simba:] I'm gonna be the mane event
Like no king was before
I'm brushing up on looking down
I'm working on my ROAR
[Zazu:] Thus far, a rather uninspiring thing
[Simba:] Oh, I just can't wait to be king!
[Zazu: (Speaking)] You've rather a long way to go,
young master, if you think...
[Simba:] No one saying do this
[Zazu:] Now when I said that, I--
[Nala:] No one saying be there
[Zazu:] What I meant was...
[Simba:] No one saying stop that
[Zazu:] Look, what you don't realize...
[Simba and Nala:] No one saying see here
[Zazu:] Now see here!
[Simba:] Free to run around all day
[Zazu:] Well, that's definitely out...
[Simba:] Free to do it all my way!
[Zazu:] I think it's time that you and I
Arranged a heart to heart
[Simba:] Kings don't need advice
From little hornbills for a start
[Zazu:] If this is where the monarchy is headed
Count me out!
Out of service, out of Africa
I wouldn't hang about... aagh!
This child is getting wildly out of wing
[Simba:] Oh, I just can't wait to be king!
Everybody look left
Everybody look right
Everywhere you look I'm
Standing in the spotlight!
[Zazu: (Speaking, but in strict time)] Not yet!
[Chorus:] Let every creature go for broke and sing
Let's hear it in the herd and on the wing
It's gonna be King Simba's finest fling
[Simba & Chorus:] Oh I just can't wait to be king!
Oh I just can't wait to be king!
Oh I just can't waaaaaait ... to be king!

**I Just Can’t Wait to Be King**

[Simba:] I'm gonna be a mighty king
So enemies beware!
[Zazu:] Well, I've never seen a king of beasts
With quite so little hair
[Simba:] I'm gonna be the mane event
Like no king was before
I'm brushing up on looking down
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It's gonna be King Simba's finest fling
[Simba & Chorus:] Oh I just can't wait to be king!
Oh I just can't wait to be king!
Oh I just can't waaaaaait ... to be king!

**UNIT:** LIP SYNC

**LESSON 4:** GROUP SONG

**EDUCATIONAL OBJECTIVE:**

 Students will demonstrate their understanding of lip sync by preparing for their own group performance.

**MATERIALS NEEDED:**

 Cups to amplify sound if needed, CD players, or speakers.

**HOOK:**

Interview/Reporter. There is one person being interviewed, they are a famous character but don’t know who. There are several Reporters (they know who the famous character is) that ask the famous person questions to give them clues about their identity. The game ends when the famous person realizes who they are. Possible characters can include: Waldo from *Where’s Waldo*, Fairytale Characters, Harry Potter, famous singers, current popular actors, Carmen from *Where in the World is Carmen San Diego*, etc.

**LESSON:**

Step 1: Explain to the students that body language is just as important as what you’re saying. The more you understand the character the better you’ll be able to portray it. Once you understand who your character is you’ll be able to incorporate body movement that represents that character.

Step 2: Students will be using today to practice their lip syncs. They need to have choreography or movement and not just be up onstage mouthing the words. They need to add emotion into the performance and make it come to life.

Step 3: Make your way to each group helping as needed.

**UNIT:** LIP SYNC

**LESSON 5:** GROUP PERFORMANCE

**EDUCATIONAL OBJECTIVE:**

 Students will demonstrate their understanding of lip sync by performing their group song.

**MATERIALS NEEDED:**

 Cups to amplify sound if needed, CD players, speakers.

 **HOOK:**

 Have some music playing as the students come in. You can have clips of different songs from different genre’s and eras. Let the music continue as you take roll. Then ask the students about the music they heard as they were entering the room.

**LESSON:**

Step 1: Have the students either gather in a circle or in front of the stage. Begin a conversation about the music that they listen to. Discuss the different genres and reasons for listening to a certain song or style. Tell the students that songs can invoke vivid memories; hearing a particular song can rocket you back to 2nd grade or last summer. Inform the students that they are going to be writing about a song that represents a certain time in your life.

Step 2: Students will need their notebooks; they can either sit in their seats or elsewhere in the room as long as they are not talking. Please write the following on the board: “Write about a song that represents a certain time in your life.” Encourage the students to write about why the song represents that time and how it affects them when they hear it.

Step 3: Give the students about 5 minutes to write.

Step 4: Have students that are willing share the song that they wrote.

Step 5: Give the students a few minutes to rehearse their songs.

Step 6: Have each group perform their song discussing the good and bad after each.

**UNIT:** LIP SYNC

**LESSON 6:** INDIVIDUAL LIP SYNC – MOVIE SCENE

**EDUCATIONAL OBJECTIVE:**

 Students will learn how to perform a lip sync for multiple characters.

**MATERIALS NEEDED:**

 Lip Sync requirement papers. “Finding Nemo” scene <http://youtu.be/3-Zk1nd_dY8>

**HOOK:**

Play Digits. Get into a tight circle. Everyone in the circle looks down at the ground and closes their eyes. Someone will count off the number one. Then someone else will count off the number two. No one knows who will speak the next number. If two people speak out at the same time then the group must start again at one. It is common to try and count to twenty. Usually there is such rejoicing when twenty is counted to the warm-up is over.

Variations: Go through the letters of the alphabet, count downwards. Do a Word At A Time story with the same rules.

**LESSON:**

Step 1: Talk about some of the issues that come up. Example: One person counts really fast and doesn’t give anyone else a chance to speak. It doesn’t work to talk over each other. There is a pattern that must be followed. The same is with lip syncing. You have to follow the words so that it makes sense.

Step 2: First try it out the scene as a class with the sound off. Then try it again with the sound on. Students will take turns attempting the “Finding Nemo” scene. Allow any student that wants to perform try, you can even have them do this in groups if you’d like.

Step 3: After all students have tried go over the Lip Syncing Assignment paper.

Step 4: Check for questions.

Lip Syncing Assignment

Pick a scene from an **animated** Disney, Dreamworks, or Liongate movie. All scenes must be approved by Mrs. Butler. It must be 2 – 4 minutes long. **Write/Type ALL of the dialogue from the scene for ALL of the characters.** This is due **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** For your performance you must bring the movie in either dvd or vhs format or have the **EXACT** youtube link. The scene will be played with the sound off so that you are able to speak for the characters in the scene. You may use headphones so that you can still hear the dialogue. Each character needs to have their own voice and personality. We will begin performing the scenes on **\_\_\_\_\_\_\_\_\_\_\_\_**

Example of assignment due \_\_\_\_\_\_\_\_\_\_\_\_(you may NOT use this example for your performance):

Movie: *Finding Nemo* - Shark Scene Characters: 6 - Marlin, Dori, Bruce, Anchor, Chum, & green fish

Scene:

 **Bruce:** Right then. The meeting has officially come to an order. Let us now say the pledge.

 **All:** I am a nice shark. Not a mindless eating machine. If I am to change this image I must first change myself. Fish are friends, not food.

 **Anchor:** Cept for stinking dolphins.

 **Chum:** Dolphins, yeah! They think they’re so cute, “Oh look at me, I’m a flippin little dolphin, let me flip for ya. I know something.”

 **Bruce:** Right then. Today’s meetin is Step 5- Bring a fish friend. Now do you all have your friends?

 **Anchor:** I have mine.

 **Green Fish:** (hyperventilate) eh, he, eh, eh

 **Dori:** Hey there.

 **Bruce:** How about you Chum?

 **Chum:**  Oh…well..I..umm… seem to have misplaced my….friend.

 **Marlin:** uh!

 **Bruce:** That’s alright Chum, I had a feelin this would be a difficult step. You can help yourself to one of my friends.
 **Chum:** Why thanks mate! A little chum for Chummly.

 **Bruce:**  I’ll start the testimonies. Hello, my name is Bruce.

 **All:** Hello Bruce.

 **Bruce:** It has been 3 weeks since my last fish, on my honor, or may I be chopped up and made into soup.

(clapping)**Chum:** You’re an inspiration to all of us!

 **Anchor:** Amen

 **Marlin:** umph, umph, umph

 **Bruce:** Right then, who’s next?

 **Dori:** Oh, oh, Pick me, pick me, pick me!

 **Bruce:** Yess, the little sheila down in the front.

 **Dori:** Wahoo!

 **Bruce:** Come on up here.

 **Dori:** Hi, I’m Dori.

 **All:** Hello Dori.

 **Dori:** And, umm, well, I, I don’t think I’ve ever eaten a fish.

 **Chum:** Aye, that’s incredible.

 **Bruce:**  Good job there mate!

 **Dori:** Phew, I’m glad I got that off my chest.

 **Bruce:** Alright anyone else? Hello, how bout you mate? What’s your problem?

 **Marlin:** Me? I don’t, I don’t have a problem.

 **Bruce:** Oh, okay.

 **All:** Denial.

 **Bruce:** Just start with your name.

 **Marlin:**  Okay, a….Hello? My name is Marlin. I’m a clown fish.

 **Chum:** Ooh, clown fish, really?

 **Bruce:** Go on tell us a joke.

 **Chum:** I love jokes!

 **Marlin:** Well, I actually do know one that’s pretty good. Um, there was this mollusk and he walks up to a sea cucumber, normally they don’t talk sea cucumbers, but in a joke everyone talks. So the sea mollusk says to the cucumber, “…..”

 **Nemo:** Daddy!

 **Marlin:**  Nemo!

 **Chum:** Nemo! Hehahe, Nemo! Hehehe. I don’t get it.

**UNIT:** LIP SYNC

**LESSON 7:** PRACTICE AND PERFORMANCE

**EDUCATIONAL OBJECTIVE:**

 Students will demonstrate their understanding of lip sync by an individual lip sync scene from an animated film.

**MATERIALS NEEDED:**

 Two Critique forms (student and teacher) for performance.

 **HOOK:**

Famous Last Words: Players line up, and the audience provides nouns, people, occupations, etc. One player acts as host and calls out the audience suggestions. When a suggestion is called players need to complete the last words of that person, place or thing. Example Famous last words of Myspace. "Facebook!"

**LESSON:**

Step 1: Students will practice their scenes in prep for performance. Performing the scenes usually takes several days. Critique after each performance. They can use head phones so that they can hear the sound but the audience cannot.

Step 2: Each student will need to write several critiques. About 3 per performer.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_

**Lip Sync Performance**

|  |  |  |  |
| --- | --- | --- | --- |
| Name of performer: |  | **CIRCLE ONE** |  |
| They matched their voice to the characters in the video. | Matched very well.  | Matched for some of the characters. | Didn’t match. |
| Had unique and different voices for each character. | All different. | Some of the characters.  | All the same. |
| Was well prepared for their performance. | Very prepared | Somewhat prepared. | Not prepared. |
| Knew the dialogue without reading from paper. | Knew well. | Knew most. | Didn’t know. |
| Overall Performances: | Great job! | Good job! | Could do better. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_

**Lip Sync Performance**

|  |  |  |  |
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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_

**Lip Sync Performance**

|  |  |  |  |
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Names of Performer(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lip Sync

|  |  |
| --- | --- |
| ***Voice and Diction*** Did the performer(s) project? Speak clearly?Use good diction?Speak with a good speed or pace?Could you understand what was being said? |  |
| ***Physical Expression***Did the performer(s) match their voice with the characters in the scene?Were they relaxed and acting like the character?Were they too fast or too slow in keeping up with the scene? |  |
| ***Vocal Expression***Did the performer(s) show feelings in their voice?Show appropriate emotions at certain times?Did they give each character a different voice?Were the character voices unique?Did they show the appropriate emotion for each character? |  |
| ***Focus and Energy***Did the performer(s) stay in character?Did they have good concentration Did they break 4th wall if they messed up? |  |
| **Overall Performance**Did the scene seem rehearsed?Did the actor(s) seem comfortable?Did the actor(s) seem to enjoy performing the scene?Were they prepared with their script and scene? |  |

Circle one ranking: Superior (95-100) Excellent (85-94) Good (75-84)